

ANNUAL REPORT

**THE STATUS
OF
HIGHER EDUCATION
IN
TENNESSEE**

Including

The Eleventh Annual Report on Progress toward
the Goals of Tennessee Challenge 2000 for
the State's Public Higher Education Institutions

and

The Eighth Annual Report on Contributions of
the State's Independent, Regionally Accredited
Higher Education Institutions

**Tennessee Higher Education Commission
Richard G. Rhoda, Executive Director
January 17, 2001**

2000-01

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Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge 2000* annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge 2000* goals mirror those established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in *Tennessee Challenge 2000* are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been steady, regular improvement. In addition, the inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report. Furthermore, this report is the final report of the *Challenge* series. The state of Tennessee is moving forward with planning and development for a series of benchmarks for the new decade and will report these new benchmarks in 2001-02.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 2000-01.

During the past ten years (1990-91 through 2000-01), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- ✧ Undergraduate enrollment in public institutions has increased by 8.9% from 1990 to 2000.
- ✧ Undergraduate enrollment in independent institutions has grown by 12.1% from 1990 to 2000.
- ✧ Over 87% of the total enrollment for Fall 2000 in public institutions are Tennessee residents.
- ✧ There has been an 18.0% increase in the number of Tennessee residents enrolled at independent institutions.
- ✧ Enrollment of undergraduate female students has grown by 13.8% in public institutions.
- ✧ Undergraduate enrollment of African-American students has increased by 42.3% from 1990 to 2000.
- ✧ Enrollment of African-American students in graduate programs in public institutions has risen 75.8% from 1990 to 2000.
- ✧ Transfer rates of students who graduate from public two-year institutions into public universities have declined slightly to 47.1% of graduates.
- ✧ Transfer rates of African-American students who graduate from public two-year institutions into public universities have increased to 44.9% of African-American graduates.
- ✧ Transfers from two-year public institutions to independent colleges and universities increased 50% between 1991-92 and 1999-00.
- ✧ Graduate and professional school enrollment in public institutions has grown by 10.7%.
- ✧ Graduate and professional school enrollment in independent institutions has grown by 55.3% from 1990 to 2000.
- ✧ Persistence-to-graduation rates at public universities were 47.02% for the 1994 cohort.
- ✧ Persistence-to-graduation rates at two-year public institutions were 22.67% for the 1994 cohort.
- ✧ Persistence-to-graduation rates at public institutions of African-Americans have increased 10.9% since 1992.
- ✧ Persistence-to-graduation rates at independent institutions have increased to 56.2%

Remediation

- ✧ The percentage of students needing any remedial or developmental coursework in all public institutions was 51.9% in 1996 and 50.1% in 2000.
- ✧ Compared to 1991, almost 2,000 fewer public university and community college students needed any remediation in 2000.
- ✧ The need for significant remedial or developmental coursework (more than one course) by entering college freshmen in public institutions was 25.8% in 1996 and 24.8% in 2000.
- ✧ Compared to 1991, almost 1,000 fewer public university freshmen needed significant remediation in 2000.
- ✧ Only 1.2% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took only remedial level coursework in Fall 2000.
- ✧ Only 29% of recent high school graduates (freshmen 18 years of age or younger) at public institutions took developmental coursework in Fall 2000.

Quality and Performance

- ✧ ACT COMP average scores are slightly (1.2%) below the national norm. College Base average scores continue to exceed the national norm.
- ✧ On most licensure examinations, 85% or more of test takers passed.
- ✧ Recognized accreditation bodies accredit approximately 98% of accreditable programs at public universities.
- ✧ Recognized accreditation bodies accredit all accreditable programs at public two-year institutions.
- ✧ Placement rates of vocational graduates at technology centers in 1999-00 were 85.6%.
- ✧ Placement rates of vocational graduates at two-year institutions in 1999-00 were 90.4%.
- ✧ Since 1992-93, over one million volumes have been added to Tennessee public institutional library collections.

Teacher Education

- ✧ Teacher education program completers of public and independent institutions have increased 29.9% since 1990.
- ✧ There has been a four-fold increase in African-American graduates from teacher education programs at public institutions.
- ✧ There has been a 64.9% increase in African-American graduates from teacher education programs at independent institutions.
- ✧ Public institutions account for 64% of teacher education program completers while enrolling 80% of undergraduates.
- ✧ Independent institutions account for 36% of the teacher education program completers while enrolling only 20% of undergraduate students.
- ✧ Over 96% of teacher education completers at public and independent institutions passed the National Teacher Examination in 1998-99.

Research and Public Service

- ✧ Research expenditures at public institutions have risen by 14.1% since 1993-94 (figures adjusted for inflation); at independent institutions by 58.6%.
- ✧ Public service expenditures at public institutions have increased by 41.9% since 1993-94 (figures adjusted for inflation); at independent institutions by 99%.

Student Assistance

- ✧ The average Tennessee Student Assistance Award at public universities was \$1,381, which represented 52.8% of total awards.
- ✧ For public two-year institutions, the average award was \$673, which represented 23.1% of total awards.
- ✧ For independent institutions, the average award received was \$3,618, which represented 16.7% of total awards.
- ✧ Funding for the Contract Education Program has declined since 1991-92.

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the eleventh annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities that are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and are carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other data are drawn from IPEDS (Integrated Postsecondary Education Data Systems) collected by the U.S. Department of Education.

Goal A: By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.

Benchmarks:

- 1. By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Public	154,959	163,882	170,409	171,170	168,366	169,745	171,244	170,902	170,872	171,448	168,818	8.9%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	40,965	42,065	12.1%
Total	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	212,413	210,883	9.6%

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment that is addressed in another section of this report. Since 1990, undergraduate enrollment has increased over 8.9% at public institutions and 12.1% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Public	157,015	165,501	172,316	174,316	172,035	174,099	175,540	175,466	174,292	174,113	171,128	8.9%
Independent	22,340	22,764	22,643	23,613	23,936	24,214	25,536	23,467	25,809	25,697	26,368	18.0%
Total	179,355	188,265	194,959	197,929	195,971	198,313	201,076	198,933	200,101	199,810	197,496	10.1%

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions decreased from 87.5% in Fall 1990 to 86.6% in Fall 2000. Of 52,840 students enrolled in independent institutions in Fall 2000, 26,368 (50%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained relatively stable. Of 190,349 students enrolled in public institutions in Fall 2000 (See Appendix A), 171,128 (89.9%) were Tennessee residents. This percentage also has remained relatively stable.

Figure 3: Undergraduate Enrollment by Institution Type

Type	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Public Universities	90,492	92,567	94,262	93,749	91,784	92,528	92,614	93,863	94,908	96,277	94,968	4.9%
Public Two-Year	64,467	71,315	76,147	77,421	76,582	77,217	78,630	77,039	75,964	75,171	73,850	14.5%
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	40,965	42,065	12.1%
Totals	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	212,413	210,883	9.6%

Figure 3 depicts the shift in enrollment between public universities and two-year institutions that has occurred since 1990. Enrollment at public two-year institutions has increased 14.5% while enrollment at public universities has increased 4.9%. Independent institutions accounted for about 19.9% of the total undergraduate enrollment in Fall 2000.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

Gender	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Female	84,945	90,588	95,505	96,150	95,461	96,482	97,552	98,227	97,736	98,041	96,683	13.8%
Male	70,014	73,294	74,904	75,020	72,905	73,263	73,692	72,675	73,136	73,407	72,135	3.0%

Following a national trend, the rate of enrollment of female undergraduates in public institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at over three times the rate of male student enrollment. In 2000, enrollment of female students (graduate and undergraduate) increased to 58% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased 3.0% since 1990.

This gender shift has also been fairly clear in Tennessee's independent colleges and universities. Female enrollment has been increasing at about twice the rate of male enrollment as shown in Figure 5. In 2000, enrollment of female students has increased to 56% of total enrollment.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1991-00
Female	24,508	24,714	25,148	26,207	26,740	27,028	27,554	28,105	29,143	29,509	20.4%
Male	20,725	20,488	21,244	21,520	21,875	21,776	21,660	21,864	22,190	23,331	12.6%

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 2000 can be found in Appendix A. A table depicting the trend in enrollments from 1991 to 2000 may be found in Appendix B.

2. By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past seven years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since there is no exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents 19 or younger is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents is also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that about 45% of 1999-00 Tennessee high school graduates matriculated at public institutions and almost 12% attended independent institutions in the state. The percentage of high school graduates who attend a Tennessee higher education institution has increased to 56.7% of recent high school graduates.

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Colleges & Universities

	1994	%	1995	%	1996	%	1997	%	1998	%	1999	%	2000	%
HS Grads	42,334		43,308		43,889		44,380		43,711		44,032		44,267	
Public *	17,181	40.58%	18,337	42.34%	18,768	42.76%	19,274	43.42%	19,415	44.42%	19,667	44.67%	19,844	44.83%
Indep **	3,791	8.95%	4,162	9.61%	4,039	9.20%	3,723	8.39%	3,867	8.85%	3,876	8.80%	5,268	11.90%
Total	20,972	49.53%	22,499	51.95%	22,807	51.97%	22,997	51.82%	23,282	53.26%	23,543	53.47%	25,112	56.73%

* First-time freshmen with a Tennessee permanent address who are age 19 or younger enrolled in fall semester.

** All first-time, full-time freshmen with a Tennessee permanent address enrolled in fall semester.

- By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.**

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Public	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	22,204	21,532	10.66%
Independent	6,936	6,925	7,108	7,413	7,979	8,547	8,757	9,260	9,709	10,367	10,775	55.3%

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by 10.66% since 1990. Graduate and professional school enrollment has grown by 55.3% at independent colleges and universities. Over 33% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

- By the year 2000, headcount enrollment in the technology centers will reach 35,000 students per year.¹**

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	% Change 1991-00
Headcount	30,930	30,970	29,668	29,215	28,699	28,777	28,994	31,035	35,099	13.48%
FTE	8,195	7,845	7,610	7,270	7,133	7,281	7,652	8,448	8,750	6.77%

As revealed in Figure 8, there was an increase in headcount and FTE enrollment at the technology centers in 1999-00. This increase reverses the decline seen throughout the 1990's and is an indication that the recent improvements to facilities have led to increases in both enrollment categories. NOTE: The number of contact hours used in FTE calculations was changed during the past year with the resulting adjusted figures given in Figure 8. FTE numbers are now calculated using a base of 900 rather than 1,244 contact hours.

- By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.**

¹ In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students.

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Under 25	98,357	102,695	105,148	110,450	103,305	103,559	105,739	108,230	110,219	112,868	112,790	14.7%
25 to 30	22,837	24,615	26,045	23,313	25,849	26,442	27,358	26,700	25,868	25,008	23,451	2.7%
31 to 45	28,280	30,733	32,697	31,526	32,032	31,636	30,248	28,247	27,261	25,990	24,839	-12.2%
Over 45	5,482	5,837	6,519	5,881	7,165	8,108	7,876	7,707	7,522	7,572	7,717	40.7%

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 33.2% of undergraduate students are 25 years of age or older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 years old group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The strategic master plan for Tennessee higher education from 1990-2000, *Higher Education Uniting to Serve Tennesseans*, had a number of specific goals related to improvements in partnerships with business and industry to better serve adult students and the goal of lifelong learning. Figure 9 depicts enrollment trends in four age groups. Of particular interest is the increase in the participation of students, aged 25 to 30 at public institutions since 1990. However, it is important to note that the core enrollment at the undergraduate level remains the traditional student age 24 or younger, and projections point toward this trend continuing.

Figure 10: Enrollment by Age for Independent Institutions

Age Group	1995	% of Total	1996	% of Total	1997	% of Total	1998	% of Total	1999	% of Total	2000	% of Total
Under 26	36,239	74.6%	36,383	74.6%	36,690	74.6%	36,999	74.0%	37,407	72.9%	38,681	73.2%
26 to 29	3,801	7.8%	4,128	8.4%	4,234	8.6%	4,301	8.6%	4,406	8.6%	4,319	8.2%
30 to 45	6,401	13.2%	6,051	12.4%	6,214	12.6%	6,514	13.0%	6,541	12.7%	7,041	13.3%
46 and over	1,599	3.3%	1,463	3.0%	1,495	3.0%	1,679	3.4%	1,880	3.7%	1,830	3.5%
Not Reported	557	1.1%	779	1.6%	581	1.2%	490	1.0%	1,098	2.1%	969	1.8%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. It should be noted that 73% of enrollment in independent colleges and universities in the state are under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1995.

6. By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. By the year 2000, two-year institutions in Tennessee will graduate at least 35% of students within six years of enrollment.²

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term. This cohort also includes a small number of first-time, full-time freshmen who were enrolled in the previous summer term and returned in the fall. Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions that initially enrolled that student. Some examples: A student enrolling at a

² Due to the change in methodology of calculating two-year college completion rates, explained on page 5, this goal has been changed from 25% of students within three years of enrollment to 35% of students within six years of enrollment.

university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions was traced only for a three-year period. This three-year period is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. Additionally, it should be noted that these persistence-to-graduation statistics can be significantly impacted by changing employment status.

In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation.

It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort that is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student (many of whom are employed) or any student who begins at an independent institution or an out-of-state institution and later transfers to a Tennessee public institution.

Figure 11: Persistence to Graduation (Percent)

	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98	1993-99	1994-00
Public Universities	43.28%	44.53%	46.06%	45.42%	44.19%	44.85%	45.52%	47.02%
Public Two-Year Institutions	26.87%	26.34%	25.34%	25.86%	22.33%	22.17%	21.86%	22.67%
Independent Institutions	52.30%	51.30%	51.65%	51.46%	53.68%	54.29%	54.32%	56.18%

Figure 11 depicts completion statistics for public universities, two-year institutions, and independent institutions for the past six years. The public university persistence rate increased over the previous year. For public two-year institutions, there was a slight increase in the cohort persistence rate. Great care must be taken in interpreting graduation statistics, especially across different cohorts. It has been suggested that the reverse of these statistics can be regarded as a “drop-out” rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers.

Completion rates for independent institutions, as shown in Figure 11, have increased to over 56% and compare favorably with national averages for such institutions. It should be noted that Vanderbilt University accounted for 20% of the independent cohort.

Much research has been done on factors that affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities.

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Number	4,930	4,798	4,751	4,793	4,527	4,417	5,057	4,518	5,774
Percent	52%	54%	55%	58%	59%	62%	61%	62%	63%

Figure 12 shows completion rates at the state's technology centers. There has been a fairly steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

Much research has been done to determine factors which influence graduation rates, and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate leave during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1999 and identifying how many of that cohort were still enrolled in a public institution in Fall 2000. Almost three-quarters of the students in the initial cohort (first-time, full-time, degree-seeking) are enrolled at a public institution one year later.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall 99	Return Fall 00	Return Percent
Public Universities	14,984	11,846	79.06%
Public Two-Year	8,834	5,247	59.40%
Totals	23,818	17,093	71.77%

Figure 14: Degrees and Other Awards from Tennessee Institutions, 1999-00

Institution Type	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Public Universities	31	341	14,609	789	5144	158	496	21,568
Public Two Year	1,493	5,658						7,151
Public Total	1,524	5,999	14,609	789	5144	158	496	28,719
Independent	75	332	7,585	629	2,361	409	208	11,599
Total	1,599	6,331	22,194	1,418	7,505	567	704	40,318

Figure 14 presents the numbers of graduates in public and independent colleges in the state for 1999-00. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers. The data for independent institutions was compiled from the IPEDS Completions survey. It is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology, which are not available at public institutions. Independent institutions accounted for 5.2% of associate degrees, 34.2% of bachelors degrees, 44.4% of professional degrees, 34.3% of masters/educational specialist degrees, 29.5% of doctoral degrees and 28.8% of all degrees awarded in 1999-00.

- 8. By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.**

Figure 15: Transfers of Community College University Parallel Majors

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,015	2,205	2,366
Fall Transfers	506	679	710	776	893	918	1,005	986	1,063	1,114
Transfer Rate	46.6%	50.5%	49.3%	48.0%	49.1%	49.1%	48.4%	46.8%	48.2%	47.1%

Figure 15 shows the rate of immediate transfer of community college graduates into the state universities since 1990-91. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees, which are intended to prepare students for transfer

into university level study. Referenced as university parallel programs, these accounted for only 33% of the total degrees and awards at two-year institutions in 1999-00. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college.

Complicating factors that can significantly impact these figures include local economic conditions and job opportunities of potential graduates. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 15, there has been a slight increase in the transfer rate of students who took advantage of the university parallel program since 1991.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns including transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year.

Figure 16: Transfers to Public Universities

From:	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% Change 1990-00
Public Two-Year	2,406	2,627	3,074	3,463	3,390	3,597	3,598	3,850	3,985	3,989	3,962	64.7%
Public Universities	1,303	1,346	1,296	1,361	1,302	1,746	1,192	1,147	1,248	1,252	1,313	0.77%
Independent	957	815	984	776	766	768	724	687	641	590	613	-35.96%
Out-of-State	3,249	3,807	3,486	3,648	3,729	3,383	3,695	3,455	3,231	3,076	3,066	-5.63%
Totals	7,915	8,595	8,840	9,248	9,187	9,494	9,209	9,139	9,105	8,907	8,954	13.12%

Figure 16 shows the patterns of transfers to the state's public universities. In 2000, almost 12% of the total undergraduate enrollment at public universities were transfer students. There has been a 65% increase in transfers from public two-year institutions and a 36% decrease in transfers from Tennessee independent institutions since Fall 1990.

Figure 17: Transfers to Public Two-Year Institutions

From:	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	% Change 1990-00
Public Universities	2,203	2,282	2,286	2,780	2,473	2,166	2,146	1,914	1,955	2,200	1,926	-12.17%
Public Two-Year	931	1,003	930	1,207	1,151	1,315	1,364	1,463	1,424	1,122	1,008	8.27%
Independent	693	690	661	769	723	648	643	596	544	522	525	-24.24%
Out-of-State	2,127	2,202	2,346	2,830	2,432	2,526	2,478	2,298	2,392	2,097	1,806	-15.09%
Totals	5,954	6,177	6,223	7,586	6,779	6,655	6,631	6,271	6,315	5,941	5,265	-11.57%

Figure 17 shows the patterns of transfers to public two-year institutions. Transfer students make up almost 7.0% of total enrollment. It is also significant that, in relation to total enrollment, almost 40% of all transfer students moving to a two-year institution come from four-year Tennessee public institutions. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 34% of the total transfer enrollment. There has been an 8% increase in

transfers among public two-year institutions and almost a 16% decrease in transfers from out-of-state institutions to public two-year institutions since Fall 1990.

Figure 18: Transfers Between Independent and Public Two-Year Institutions

From:	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	% Change 1992-00
Independent to 2-year	661	769	723	648	643	596	544	522	525	-20.57%
2-year to Independent	1,242	1,360	1,355	1,453	1,559	1,770	1,797	1,865	1,865	50.16%

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 18 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased over 50%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity for Fall 2000 for public institutions.

9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.

Figure 19: Undergraduate Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Black	21,881	24,280	25,936	26,498	26,646	26,887	27,884	28,240	29,115	29,835	30,132	42.28%
White	129,400	135,536	139,884	139,873	136,779	136,264	137,313	136,162	134,992	134,326	130,991	1.23%
Other *	3,678	4,066	4,588	4,799	4,941	6,594	6,047	6,500	6,765	7,287	7,695	109.22%

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Enrollment of African-Americans in public institutions continues to increase. In 2000, there were 30,132 African-Americans enrolled as undergraduates and 2,743 enrolled as graduate or professional students. Figure 19 shows the undergraduate enrollment patterns by race since 1990. It can be seen that African-American undergraduate students comprise approximately 17.9% of the total enrollment in Fall 2000 compared to 14.1% in Fall 1990. It should be noted that African-Americans account for 16.8% of the state's population in 1990 and 17.1% in 2000. During that same period, the enrollment of White students has declined from 83.5% in 1990 to 77.6% in 2000.

Figure 20: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Black	1,560	1,589	1,751	1,926	2,117	2,197	2,324	2,450	2,617	2,697	2,743	75.83%
White	16,460	16,734	17,556	18,442	18,571	18,499	18,734	18,334	17,957	17,396	16,492	0.002%
Other *	1,437	1,613	1,676	1,804	1,784	1,818	1,812	1,814	1,964	2,111	2,297	59.85%

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race.

Figure 20 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. The percentage of the overall graduate enrollment comprised by African-American students has increased from 8.0% in 1990 to 12.7% in 2000. It should be noted that the enrollment of White students has declined from 84.6% in 1990 to 76.6% in 2000. Other race enrollment (primarily Asian and Hispanic) has also increased steadily throughout the decade at public institutions; as other race students comprise 4.6% of undergraduate and 10.7% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 21: Total Enrollment by Race for Independent Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-00
Black	6,668	6,607	6,507	6,736	6,701	6,434	6,181	5,874	5,899	6,689	6,934	0.4%
White	35,120	35,663	35,398	36,163	36,959	37,630	37,982	38,552	38,703	39,413	39,839	13.4%
Other *	3,007	2,945	3,297	3,493	4,067	4,533	4,641	4,788	5,381	5,231	6,078	102%

** Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race.

Note: Beginning in 1997, Knoxville College, a historically black institution, is not included.

Figure 21 shows a history of enrollment by race in independent institutions since Fall 1990. Enrollment of African-American students in the independent sector is comparable to that of public institutions. Over 13% of total Fall 2000 enrollment in independent institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Beginning in 1997, Black student enrollment figures reflect the exclusion of Knoxville College, a historically Black institution.

Figure 22: Technology Center Enrollment by Race

Race	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1992-2000
Black	3,155	3,139	3,091	3,231	3,104	3,421	3,411	3,890	4,940	56.6%
White	27,448	27,446	26,154	25,564	25,160	24,761	25,008	26,525	29,397	7.1%
Other	327	385	423	420	435	595	575	620	762	133.0%

Enrollment of Black students in the technology centers, as shown in Figure 22, has increased 56.6% from 1992 to 2000. Enrollment of other race students that include Asian, American Indian, Hispanic, and students who did not report a race has more than doubled since 1992.

10. By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.

Figure 23: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98	1993-99	1994-00	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	34.68%	34.59%	35.47%	36.43%	38.74%	10.94%
	White	45.96%	45.61%	47.39%	48.99%	47.61%	46.34%	46.81%	47.35%	49.03%	3.07%
Two Year	Black	9.96%	13.22%	13.74%	12.90%	15.34%	11.13%	12.58%	11.37%	10.58%	0.62%
	White	29.00%	30.00%	29.09%	28.08%	27.43%	24.86%	24.36%	24.42%	25.52%	-3.48%

Figure 23 shows the persistence rates for six different cohorts starting with the 1986 cohort. The university persistence rate for African-American students has increased 10.94% since the 1986 cohort. At two-year institutions, there was a slight increase in African-American student persistence compared to 1986. It is important to note that the persistence rate of African-American students has grown at more than three times the rate of White student persistence. White student persistence has remained relatively constant since the 1986 cohort with the two-year institutions experiencing a decline in recent years. These two phenomena combined have resulted in a reduction in the gap between African-American and White persistence-to-graduation rates.

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

- 1. By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.**

Figure 24: General Education Outcomes Averages

		1990-92	1993	1994	1995	1996	1997	1998	1999	2000
ACT COMP	Tennessee	182.2	181.8	183.1	181.6	180.8	180.4	180.6	179.6	180.7
	Norm Group	183.1	180.1	180.1	180.1	181.9	181.9	181.9	181.9	181.9
COLLEGE BASE	Tennessee	--	306.4	308.0	310.3	309.4	309.3	305.6	305.4	301.3
	Norm Group	--	304.7	300.0	304.0	306.0	305.0	303.0	302.0	300.0

Figure 24 shows the general education outcome scores compared to the norm group for the two approved tests: ACT COMP (American College Testing College Outcomes Measures Program) and College Base (published by Riverside Publishing Company) since 1990. ACT COMP scores have declined slightly since 1992. For the College Base examinations, Tennessee institutions continue to be above the norm group. Appendix K provides scores for each institution on the ACT COMP or College Base for the past three years.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L – This provides a comparison of the percentages of students accepted into institutions who applied for admission and the percentages of students admitted and enrolled under regular and alternative methods. In Fall 2000, Tennessee's public universities accepted a lower percentage of students from those who applied for admission than they did in 1999. In Fall 2000, 28,929 (71.7%) were accepted from the 40,338 who applied. In Fall 1999, 28,706 (74.9%) were accepted from the 38,343 who applied for admission. Alternative admissions were slightly lower compared to 1999. In Fall 2000, 777 students (2.7%) were accepted through alternative means. In Fall 1999, 1,060 (3.7%) were accepted through this method.

Appendix M – This indicates average ACT scores of entering students for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 2000.

Appendix N – This indicates the numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1998 through 2000 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 51.9% in 1996 to 49.4% in 2000. Since 1990, the percentage of students needing significant remedial or developmental coursework has declined over 8%. This percentage means that almost 2,000 fewer first-time freshmen enrolled in remedial or development coursework in Fall 2000 compared to Fall 1990.

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 25 is a summary of data in Appendix O. It should be noted that almost two-thirds of recent high school graduates needed no remedial or developmental coursework. In all institutions, less than 2% of students were taking only remedial coursework, 31.44% were taking only developmental coursework and 6.05% were taking a mix of remedial/developmental courses.

Figure 25: Need for Remedial or Developmental Coursework of 2000 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	71.04%	24.95%	0.95%	3.06%
Two-Year Institutions	38.94%	44.72%	4.16%	12.19%
All Levels	60.50%	31.44%	2.00%	6.05%

- 2. By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 26 includes national licensure examination pass rates for 1998 through 2000 at public universities. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content and/or structure which makes comparisons across years difficult. In most cases, at least 85% of test takers passed these national examinations. Passing these exams is required for practicing in these professions. The national pass rate for the nursing exam was 87.8%; for the engineering exam it was 69%. The national norms for many of these tests are no longer being published.

Figure 26: National Licensure Examinations Pass Rates

Licensure Exam	1998		1999		2000	
	Number	Percent	Number	Percent	Number	Percent
Medical Technology	24	91.8%	22	91.0%	25	75.8%
Dental Hygiene	70	89.9%	59	91.5%	54	98.2%
Engineering	683	74.7%	531	77.4%	466	81.3%
Nursing	674	90.4%	448	90.3%	440	86.4%
Law	337	84.9%	290	84.8%	288	86.1%
Dentistry	74	100.0%	69	100.0%	72	98.6%
Pharmacy	71	100.0%	98	99.0%	100	99.0%
Physical Therapy	99	90.9%	96	92.7%	95	89.6%
Medical, Step I	216	93.5%	211	89.9%	211	93.9%
Medical, Step II	220	95.6%	180	95.6%	215	95.1%
Medical, Step III	193	93.5%	192	95.7%	202	92.8%

- 3. By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.** (See Goal A, Benchmark 8 for data concerning transfer rates.)
- 4. By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 27 reveals transfer rates for African-American students who took advantage of the university parallel program and transfer rates for the total population of students who took advantage of this program. In 1990-91, only 26 African-American graduates of two-year institutions' university parallel programs transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 2000, 115 students representing 44.9% of African-American graduates transferred from university parallel programs.

Figure 27: Transfer Rates by Race-University Parallel Majors-Community Colleges

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Black Only										
Graduates	90	120	137	161	193	229	256	216	213	256
Fall Transfers	26	56	65	56	81	104	102	101	107	115
Transfer Rate	28.89%	46.67%	47.45%	34.78%	41.97%	45.41%	39.84%	46.8%	50.2%	44.9%
Total										
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,015	2,205	2,366
Fall Transfers	506	679	710	776	893	918	1,005	986	1063	1114
Transfer Rate	46.55%	50.45%	49.30%	48.02%	49.15%	49.14%	48.43%	46.8%	48.2%	47.1%

- 5. By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.** (See Goal F, Student Financial Aid section for available award programs.)
- 6. By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.**

Figure 28: Expenditures on Books

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	1993-2000
Volumes Added	147,047	143,057	163,020	147,003	145,790	138,124	139,912	-4.85%
Expenditures on Books (X 1000)	\$6,863	\$8,108	\$7,584	\$8,599	\$7,870	\$8,623	\$9,993	45.61%

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 28 compares the number of volumes added to collections in 1993-94 with those added during the past years in all public colleges and universities in the state. Volumes added have declined in 1998-99 while expenditures increased over 1996-97. One factor that may contribute to reduced book volume is the increased use of technology (e.g., electronic databases, web-based research resources) on campuses.

Other Benchmarks of Quality

One important area is the accreditation of academic and professional programs. Figure 29 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all public higher education institutions. All specialized programs at two year institutions are accredited; 98% of these programs are accredited at public universities.

Figure 29: Accreditation

	Accreditable	Accredited	% Accredited
Universities	365	356	97.53%
Two-Year Institutions	80	80	100.00%

All specialized programs at two year institutions are accredited; 98% of these programs are accredited at public universities.

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S. Two-year institutions had a 90.4% placement rate for 1999-00. Technology Centers had an 86% placement rate for 1999-00.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 2000, there were 47 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

Figure 30 reports the percentage of lower-division courses taught by various faculty for 1999-00. Full or part-time faculty taught most courses with 79.2% at University of Tennessee campuses, 82.8% in Tennessee Board of Regents universities, and 95.1% in two-year institutions. A report by institution can be found in Appendix V for all public universities and community colleges. These rates have not changed much in recent years.

Figure 30: Percent of Courses Taught by Various Faculty

	Full-Time Faculty	Part-Time Faculty	Grad Asst	Other Staff
TBR Univ.	57.52%	25.13%	14.05%	3.30%
Univ. of TN	60.32%	18.86%	15.58%	4.24%
TBR Two-Year	55.18%	39.92%	0.00%	4.90%

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

- 1. By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 31: Teacher Education Completers

		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1990-99
Public	Total	1,379	1,799	1,571	1,448	1,356	1,571	1,605	1,731	1,868	35.46%
	Black	54	61	78	79	79	123	123	141	238	340.74%
Independent	Total	883	891	846	746	816	861	1,007	1,071	1,071	21.29%
	Black	37	43	36	39	48	37	34	41	61	64.86%
Total	Total	2,262	2,690	2,417	2,194	2,172	2,432	2,612	2,802	2,939	29.93%
	Black	91	104	114	118	127	160	157	182	299	228.57%

Note: Official 1999-00 data has not been released.

Figure 31 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possess a degree. At public institutions, there has been a 35.5% increase in the number of completers compared to 1990-91. African-American completers have increased substantially since 1990-91 at public institutions. At independent institutions, there has been a 21.3% increase in the number of completers and a 64.9% increase in African-American completions. Approximately 36% of teacher education program completers were from independent institutions.

Data for 1999-00 is unavailable because of altered reporting timelines required by the 1998 federal Higher Education Authorization Act (Title II). This legislation required higher education institutions to report specific indicators on all teacher preparation programs. An official report on program completers for the 1999-00 academic year is due to the state of Tennessee by April 7, 2001. A report on this information is due to the federal government by October 7, 2001. It should be noted that data collection on these programs is still in process for the 1999-00 academic year.

- 2. By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 32: National Teacher Exam (NTE) Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Public	No. Passed	1,640	1,486	1,668	1,676	1,608	1,521	1,727	1,704	1,716	1,708
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%	95.17%	95.68%	98.38%	95.12%	96.02%
Independent	No. Passed	742	855	912	841	798	780	879	907	876	938
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%	93.08%	95.11%	95.47%	95.84%	95.91%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Figure 32 contains statistics concerning pass rates on the National Teacher Exam (PRAXIS). The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. A total of 2,646 students successfully completed the PRAXIS examination in 1998-99.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

- 1. Expenditures on research at universities from restricted accounts will reach \$230,000,000 by the year 2000.**

Figure 33: Research Expenditures at Public Universities

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	% Change 1993-2000
Expenditures (X 1000)	\$117,770	\$114,635	\$116,494	\$118,220	\$118,162	\$126,789	\$139,731	18.7%
Adjusted for Inflation *	\$117,770	\$111,310	\$113,698	\$115,265	\$115,444	\$124,253	\$134,421	14.1%

* Adjusted to reflect 1994 constant dollars.

Figure 33 contains data showing growth in research expenditures at public universities. The increase in 1999-000 over 1993-94 was 18.7%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been little change in expenditures. Changes in federal appropriations to specialized research programs can significantly impact these trends.

- 2. Expenditures on public service at universities from restricted accounts will reach \$43,000,000 by the year 2000.**

Figure 34: Public Service Expenditures

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	% Change 1993-2000
Expenditures (X 1000)	\$40,112	\$43,884	\$47,115	\$46,174	\$43,954	\$48,922	\$59,171	47.5%
Adjusted for Inflation *	\$40,112	\$42,611	\$45,984	\$45,020	\$42,943	\$47,944	\$56,922	41.9%

* Adjusted to reflect 1994 constant dollars.

Figure 34 shows the growth in public service expenditures since 1993-94. Growth of expenditures during this period has exceeded that of research expenditures. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a recent increase in public service expenditures.

Figure 35: Research and Public Service Expenditures, Independent Institutions

Expenditures (X 1000)	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1998-99	% Change 1992-1999
Research	\$78,968	\$85,063	\$93,793	\$95,369	\$98,759	\$125,242	\$122,842	58.60%
Public Service	\$57,927	\$65,468	\$76,175	\$80,242	\$104,259	\$115,666	\$115,616	99.67%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 35 depicts expenditures for research and public service for all independent institutions since 1991-92. As in the public sector, growth of expenditures in public service has exceeded that of research. The expenditure of research and public service efforts is not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occurs at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

- 1. By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 36 gives 1999-00 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). For 1999-00, the average faculty salaries of Tennessee public institutions are below their peers, and the difference between faculty salaries in Tennessee and peer institutions has increased sharply over the decade. In 1998-99, the average faculty salary in Tennessee for all ranks was 8.4% below the peer average; in 1999-00 that salary gap had increased to 10.7%.

Figure 36: 1999-00 Salary Comparisons

	Average Salary	Peer Average	% of Peer
Univ. of Tennessee, Knoxville	\$60,772	\$66,631	91.21%
University of Memphis	\$52,787	\$60,491	87.26%
All Other Universities	\$47,889	\$51,533	92.93%
All Two-Year Institutions	\$37,102	\$43,253	85.78%

Figure 37: Percentage Comparisons

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Univ. of Tennessee, Knoxville	90.10%	94.90%	93.82%	98.73%	95.48%	96.58%	93.45%	92.78%	91.21%
University of Memphis	94.30%	96.44%	92.48%	100.83%	93.18%	93.29%	91.19%	89.00%	87.26%
All Other Universities	95.80%	100.97%	95.58%	106.27%	100.07%	99.98%	97.48%	95.46%	92.93%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%	96.69%	97.40%	94.86%	89.30%	85.78%

Figure 37 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years, due to the changes in the makeup of the peer group composite. While there was some early progress, there has been a decline in recent years in faculty salaries among Tennessee public institutions relative to their peers. This decline can significantly impact the recruitment of new faculty and the retention of existing faculty.

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of *Tennessee Challenge 2000*.

Benchmarks:

- 1. By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Figure 38: State Appropriations for Higher Education

1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
\$676,442,900	\$758,406,200	\$825,932,300	\$880,032,200	\$904,276,979	\$906,661,100	\$909,845,000	\$967,968,600	\$984,857,800

Tennessee's public higher education institutions have always worked diligently to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. That confidence most clearly manifests itself in monetary support appropriated by the state to higher education. Figure 38 is based on the latest available data from the Department of Finance and Administration. State appropriations for higher education increased 45.5% from 1991-92 to 1999-2000. During the same period though, the percentage of total state appropriations devoted to higher education actually declined slightly from 15.1% to 14.7%. Due to the tepid growth of state appropriations for higher education relative to the overall state budget, Tennessee public higher education fell short of the first Benchmark under Goal F (see above).

NOTE: Appendices W and X show a breakdown of revenues and expenditures received by University of Tennessee and Tennessee Board of Regents institutions through donation and licensure revenues.

Financial Health of Independent Colleges and Universities

The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 39 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current

Figure 39: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%
1995-96	6.84%	46.62%	11.47%	32.65%

expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition. This ratio has hovered around 1 percent until 1995-96 when there was a large increase in the ratio.

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowments are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index. There was a decline in this ratio in 1995-96.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an over-dependency on tuition revenue. The decline in the gifts and grants' ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions, over the last six years. It is likely that this decrease was a result of the downturn in the economy in earlier years. In more recent times, the downturn is reflective of the increasing competition for private gifts and grants from a variety of sources.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. This ratio declined in 1995-96.

A chart detailing the figures used in these calculations is found in Appendix T.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1999 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 52,973 FTE. Since the total FTE enrollment of independent institutions in Fall 1999 was 48,079, the resulting difference is 4,894 students. A complete listing of the institutional estimates and the supporting data is found in Appendix U. At some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 25,469 spaces in residence halls available in Fall 1999, 22,029 were in use. This left 3,444 spaces vacant, a vacancy rate of 13%.

Student Financial Aid

Tennessee Student Assistance Award Program - Figure 40 is an analysis of the distribution of funds (\$20,647,769) under the Tennessee Student Assistance Award for 2000-01.

Figure 40: Tennessee Student Assistance Awards, 2000-01

Category of Institutions	Fall 2000	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
	Undergraduate Enrollment						
Independent Institutions	40,274	4,216	10.47%	16.69%	\$15,252,874	38.87%	\$3,618
Public Two-Year	73,850	8,502	11.51%	23.05%	5,720,694	8.94%	673
Public four-year	94,968	13,203	13.90%	52.75%	18,229,650	47.47%	1,381
Technology Centers	35,099	2,017	5.75%	3.21%	779,700	0.59%	387
Other		1,527		4.30%	2,576,576	4.13%	1,687
Totals - as of 01/12/2001		29,465		100.00%	\$42,559,494	100.00%	\$1,444

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to

approximate its value in 1981 constant dollars, and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision.” The Act linked the maximum award under TSAA to 50% of the average amount of out-of-state tuition and fees charged by public four-year institutions. In May 1996, the General Assembly appropriated \$2.75 million for this purpose in 1996-97. Figure 40 provides an overview of student enrollment in Tennessee post-secondary institutions for 1999-00 and the distribution of TSAA awards and funds. Private independent institutions enrolled 16.69% of TSAA recipients (4,216 students) and 38.87% of TSAA funds, thanks in part to the “Restoration Act,” which allowed the average award to increase to \$3,618. Figure 41 is a study of trends in the distribution of TSAA awards and funds since 1992. The number of student awards at private independent institutions in 1999-00 continued to show a steady decline--a drop of 1.7% since 1992-93. Numbers of recipients attending public universities and state community colleges have remained rather consistent, but technology centers have increased their participation by 2.9%.

Figure 41: Tennessee Student Assistance Awards, 1991-92 to 1998-99

Category of Institutions	Percentage of Numbers of Awards								% Change 1992-2000
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Independent Institutions	18.0%	17.5%	16.4%	16.6%	16.7%	16.0%	16.7%	16.3%	-1.7%
Public Two-Year	22.1%	24.1%	26.7%	25.6%	25.8%	23.8%	23.1%	23.0%	0.9%
Public Four-Year	54.8%	54.4%	52.2%	52.8%	51.7%	53.3%	52.7%	52.5%	-2.3%
Technology Centers	1.2%	1.2%	1.6%	2.0%	2.2%	2.9%	3.2%	4.1%	2.9%
Other	3.9%	2.9%	3.1%	3.0%	3.7%	4.0%	4.3%	4.1%	0.2%

Category of Institutions	Percentage of Dollar Amount of Awards								% Change 1992-2000
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Independent Institutions	31.7%	35.9%	38.6%	36.8%	38.2%	34.4%	38.9%	36.3%	4.6%
Public Two-Year	9.9%	10.0%	10.9%	10.7%	10.5%	9.7%	8.9%	9.1%	-0.8%
Public Four-Year	53.0%	50.3%	46.7%	48.7%	46.9%	50.9%	47.5%	49.7%	-3.3%
Technology Centers	0.1%	0.1%	0.2%	0.2%	0.2%	0.5%	0.6%	0.8%	0.7%
Other	5.4%	3.7%	3.7%	3.6%	4.1%	4.5%	4.1%	4.1%	-1.3%

Ned McWherter Scholars Program - This program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 unweighted cumulative grade point average and be in the top 5% of scores on national college entrance tests. The total award is \$6,000 per year. Of this amount, half comes from state funds and half from the institution that enrolls the student. The student must attend college full-time and maintain a 3.2 cumulative grade point average to remain eligible for the award. Figure 42 shows the institutions in which recipients of the grants were enrolled in 1999-00. Approximately 41% of these awards went to students enrolled in independent institutions.

Figure 42: Ned McWherter Scholars Program (Total of 208 recipients in 1999-00)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	2	Middle Tennessee State University	6
Belmont University	1	Rhodes College	14
Carson-Newman College	3	Tennessee Technological University	13
Christian Brothers University	1	Tennessee Wesleyan	1
David Lipscomb University	7	Union University	2
East Tennessee State University	4	University of Memphis	5
Freed Hardeman University	1	University of the South	3
King College	1	University of Tennessee, Chattanooga	2
Lambuth University	1	University of Tennessee, Knoxville	88
Maryville College	1	Vanderbilt University	52

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. Until the 1995-96 academic year, these forgivable loans were available to Tennessee residents who agreed to teach in the Tennessee public K-12 schools upon graduation. This program is now in phase out, and currently is available only to prior recipients of the awards. Awards for the 1998-99 academic year totaled \$43,904 for 18 renewal applicants. Figure 43 shows the institutions in which these prospective teachers were enrolled in 1998-99. NOTE: In 1999-2000 no awards were made. Program funds were rolled into the Tennessee Teaching Scholars Program (see Fig. 45).

Figure 43: Tennessee Teacher Loan/Scholarship Program (Total of 18 recipients in 1998-99)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	1	University of Memphis	1
Carson-Newman College	2	Univ. of Tennessee, Knoxville	6
Middle Tennessee State University	1	Univ. of Tennessee, Martin	3
Milligan College	1	Union University	1
Tennessee Technological University	2		

Minority Teaching Fellows Program - This program was established to encourage talented minority Tennesseans to select teaching as a career choice. The award is \$5,000 per year and a maximum of \$20,000 over 4 years. Recipients incur an obligation to teach in a Tennessee public school one year for each year of the award. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1999-00. Approximately 11% of these students were enrolled in independent institutions.

Figure 44: Tennessee Minority Teaching Fellows Program (Total of 114 recipients in 1999-00)

Institution	Number of Students	Institution	Number Of Students
Austin Peay State University	5	Middle Tennessee State University	15
Carson-Newman College	1	Tennessee State University	12
Christian Brothers University	4	Tennessee Technological University	1
David Lipscomb	1	Tusculum College	1
Fisk University	1	University of Memphis	25
Lambuth University	1	University of Tennessee, Chattanooga	12
Lane College	1	University of Tennessee, Knoxville	16
Lee University	1	University of Tennessee, Martin	11
LeMoyne-Owen College	2	Vanderbilt University	2
Maryville College	1	Volunteer State Community College	1

Teacher Loan Program for Disadvantaged Areas of Tennessee - This program was authorized by the Tennessee General Assembly as an incentive for outstanding students to enter teaching. Until the 1995-96 academic year, these forgivable loans were available to a maximum of 20 students who agreed to teach in a public K-12 school located in a disadvantaged geographic area of the state. This program has been phased out. No awards have been made since 1997-98.

Tennessee Teaching Scholars Program - This program was established by the Tennessee General Assembly in 1995 to encourage exemplary students to enter the teaching force. Participation in this program is limited to college juniors, seniors, and post-baccalaureate students admitted to a state approved teacher education program in Tennessee. Recipients of these awards incur an obligation to teach one year in a Tennessee public school for each year the award is received, or repay the loan with substantial interest. In 1999-00, the program awarded \$467,610 to 169 students. Figure 45 shows the institutions in which these prospective teachers were enrolled for the 1999-00 academic year. Approximately 27% of these students were enrolled in independent institutions.

Figure 45: Tennessee Teaching Scholars Program (Total of 169 recipients in 1999-00)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	11	Rhodes College	1
Belmont University	4	Tennessee State University	3
Bryan College	1	Tennessee Technological University	9
Carson-Newman College	8	Tennessee Wesleyan College	4
Christian Brothers University	4	Trevecca Nazarene University	1
Crichton College	3	Tusculum College	3
David Lipscomb University	2	Union University	3
East Tennessee State University	6	University of Memphis	8
Freed-Hardeman University	2	University of Tennessee, Chattanooga	2
Martin Methodist College	1	University of Tennessee, Knoxville	71
Maryville College	6	University of Tennessee, Martin	6
Middle Tennessee State University	7	University of The South	3

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 46 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions has declined from 182 in 1995-96 to 166 in 1999-00. This decline has

been due to across the board cuts in these programs as a result of reduced state appropriations. Since 1991-92, total funding for this program has declined.

Figure 46: Contract Education Program

Independent Institution	1995-96		1996-97		1997-98		1998-98		1999-00	
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
John A. Gupton College	20	\$36,620	20	\$36,620	20	\$35,012	20	\$36,600	20	\$36,600
Maryville College	2	\$8,736	2	\$9,434	2	\$9,020	2	\$9,430	2	\$9,430
Meharry Medical College	83	\$1,457,772	83	\$1,471,012	80	\$1,407,223	80	\$1,439,470	78	\$1,430,195
So, College of Optometry	69	\$493,350	65	\$481,000	60	\$459,876	60	\$468,000	59	\$473,475
Vanderbilt University	8	\$52,706	8	\$53,690	7	\$41,207	4	\$40,000	2	\$20,000
Totals	182	\$2,049,184	178	\$2,051,756	171	\$1,952,338	166	\$1,993,500	166	\$1,969,700

Appendices

- A Fall Enrollment
- B Enrollment Trends
- C Graduate and Professional School Enrollment
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Appendix A

Fall 2000 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	6,658	463	7,121
East Tennessee State University	9,125	1,938	11,063
Middle Tennessee State University	17,247	1,874	19,121
Tennessee State University	7,142	1,498	8,640
Tennessee Technological University	6,875	1,534	8,409
University of Memphis	15,296	4,690	19,986
University of Tennessee, Chattanooga	6,993	1,326	8,319
University of Tennessee, Knoxville	20,009	5,892	25,901
University of Tennessee, Martin	5,472	398	5,870
University of Tennessee, Memphis	150	1,919	2,069
Subtotal	94,967	21,532	116,499
Public Two-Year Institutions			
Chattanooga State Technical Community College	7,873		7,873
Cleveland State Community College	3,059		3,059
Columbia State Community College	4,261		4,261
Dyersburg State Community College	2,278		2,278
Jackson State Community College	3,726		3,726
Motlow State Community College	3,331		3,331
Northeast State Technical Community College	4,125		4,125
Nashville State Technical Institute	7,315		7,315
Pellissippi State Technical Community College	7,859		7,859
Roane State Community College	5,099		5,099
Southwest Tennessee Community College	12,194		12,194
Volunteer State Community College	6,567		6,567
Walters State Community College	6,163		6,163
Subtotal	73,850		73,850
Grand Total	168,817	21,532	190,349

Fall 2000 Enrollments (continued)

Independent Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	465	0	465
Belmont University	2,507	469	2,976
Bethel College	776	67	843
Bryan College	613	0	613
Carson-Newman College	1,994	236	2,230
Christian Brothers University	1,630	434	2,064
Crichton College	911	0	911
Cumberland University	921	537	1,458
David Lipscomb University	844	120	964
Fisk University	1,438	448	1,886
Free Will Baptist College	318	0	318
Freed-Hardeman University	383	0	383
Hiwassee College	82	0	82
John A. Gupton College	548	88	636
Johnson Bible College	608	0	608
King College	979	0	979
Lambuth University	702	0	702
Lane College	3,236	125	3,361
Lee College	993	0	993
Lemoyne-Owen College	886	867	1,753
Lincoln Memorial University	2,307	237	2,544
Martin Methodist College	582	0	582
Maryville College	981	0	981
Meharry Medical College	164	741	905
Memphis College of Art	255	34	289
Milligan College	790	116	906
Rhodes College	1,536	17	1,553
Southern College of Optometry	1,939	102	2,041
Southern Adventist University	0	481	481
Tennessee Wesleyan College	795	0	795
Trevecca Nazarene College	1,021	688	1,709
Tusculum College	1,377	304	1,681
Union University	2,062	398	2,460
University of the South	1,385	109	1,494
Vanderbilt University	6,037	4,157	10,194
Grand Total	42,065	10,775	52,840

Appendix B

Total Headcount Enrollment

Ten-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856
1996	194,114	79.91%	48,804	20.09%	242,918
1997	193,527	79.73%	49,214	20.27%	242,741
1998	193,410	79.46%	49,983	20.54%	243,393
1999	193,652	79.05%	51,332	20.95%	244,984
2000	190,350	78.27%	52,840	21.72%	243,190

Headcount Enrollment of Tennessee Residents

Six Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1995	174,099	87.74%	24,326	12.26%	198,425
1996	175,540	87.30%	25,536	12.70%	201,076
1997	175,466	88.20%	23,467	11.80%	198,933
1998	174,292	87.10%	25,809	12.90%	200,101
1999	174,113	87.14%	25,697	12.86%	199,810
2000	171,128	86.64%	26,368	13.35%	197,496

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	%Change 1990-2000
Business	2,036	2,180	2,181	2,304	2,380	2,429	2,496	2,578	2,662	2,719	2,510	23.28%
Education	4,191	4,101	4,315	4,627	4,677	4,835	4,991	5,172	5,340	5,211	5,193	23.91%
Computer Science & Engineering	1,755	1,782	1,855	1,879	1,854	1,671	1,569	1,483	1,466	1,487	1,507	-14.13%
Allied Health & Medical Fields	2,198	2,362	2,586	2,730	2,777	2,795	2,822	2,960	2,978	3,066	3,068	39.58%
Law	901	879	870	897	916	945	923	995	945	911	881	-2.22%
Mathematics & Science	1,231	1,267	1,314	1,392	1,463	1,445	1,396	1,442	1,410	1,351	1,223	-0.65%
All Others	7,145	7,365	7,862	8,343	8,405	8,394	8,673	7,995	7,737	7,459	7,150	0.07%
Totals	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	22,204	21,532	10.66%

Appendix D

Persistence to Graduation at Public Institutions

Universities	1993-1999			1994-2000		
	Black	White	Total ¹	Black	White	Total ¹
Austin Peay State University	33.95%	39.27%	37.71%	28.85%	37.57%	35.72%
East Tennessee State University	21.43%	38.63%	37.43%	25.00%	43.02%	41.89%
Middle Tennessee State University	31.95%	40.35%	38.98%	30.59%	44.36%	42.77%
Tennessee State University	41.22%	28.75%	40.05%	44.02%	35.82%	43.26%
Tennessee Technological University	43.90%	51.70%	51.46%	28.57%	52.34%	51.36%
University of Memphis	30.85%	37.46%	36.13%	32.27%	37.10%	35.92%
University of Tennessee, Chattanooga	32.41%	48.06%	45.70%	49.71%	50.67%	50.05%
University of Tennessee, Knoxville	46.55%	61.52%	60.54%	46.10%	62.44%	61.20%
University of Tennessee, Martin	38.78%	45.70%	44.17%	36.99%	46.36%	44.64%
Overall Averages	36.43%	47.35%	45.42%	38.74%	49.03%	47.02%

¹ Totals also include students of other races than White or African-American.

Two-Year Institutions	1993-1999			1994-2000		
	Black	White	Total ¹	Black	White	Total ¹
Chattanooga State Technical Community College	6.11%	20.60%	18.33%	3.45%	20.96%	19.79%
Cleveland State Community College	7.69%	24.43%	23.58%	10.81%	31.57%	29.64%
Columbia State Community College	10.87%	32.74%	29.81%	5.02%	16.68%	14.96%
Dyersburg State Community College	14.49%	23.40%	21.59%	13.79%	31.71%	28.61%
Jackson State Community College	19.05%	28.57%	26.71%	14.74%	31.95%	28.44%
Motlow State Community College	11.36%	26.82%	25.59%	16.67%	30.21%	29.02%
Northeast State Technical Community College	0.00%	27.25%	25.97%	10.53%	28.96%	28.19%
Nashville State Technical Institute	4.90%	24.12%	17.78%	7.23%	23.31%	16.86%
Pellissippi State Technical Community College	10.00%	18.59%	18.44%	18.87%	25.71%	25.60%
Roane State Community College	7.14%	27.12%	26.59%	28.57%	34.01%	33.77%
Shelby State Community College	9.46%	16.54%	11.61%	10.97%	18.05%	12.82%
State Technical Institute at Memphis	16.34%	23.04%	19.92%	10.78%	20.05%	16.45%
Volunteer State Community College	12.50%	23.42%	22.47%	10.77%	19.25%	18.34%
Walters State Community College	17.02%	26.19%	25.31%	11.54%	30.14%	29.20%
Overall Averages	11.37%	24.42%	21.86%	10.58%	25.52%	22.67%

¹ Totals also include students of other races than White or African-American.

Appendix E

Degrees & Awards: Public Universities 1999-2000

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			502		63		11	576
Architecture & Related Programs			49		42			91
Area/Ethnic/Cultural Studies			66					66
Marketing Oper./Market & Distribution			19					19
Communications			718		67		9	794
Computer & Information Sciences			248		64		3	315
Education			532		1,848	158	152	2,690
Engineering			940		330		49	1,319
Foreign Languages & Literature			131		26		3	160
Home Economics			469		76		17	562
Technology Education/Industrial Arts		32						32
Law & Legal Studies	3		15	324				342
English Language & Literature			518		115		9	642
Liberal Arts & Sciences/Gen. Studies		57	251		18			326
Library (Information) Science					42			42
Biological Science/Life Sciences			566		63		46	675
Mathematics			96		74		15	185
Multi/Interdisciplinary Studies			1,242		16			1,258
Parks, Recreation, Leisure, Fitness			515		231		2	748
Philosophy, Religion, Theology			57		10		3	70
Physical Science			240		40		45	325
Psychology			812		150		52	1,014
Protective Services/Public Affairs		38	612		293		2	945
Social Sciences			1,122		88		22	1,232
Trade & Industrial			53		1			54
Visual & Performing Arts			793		98		6	897
Health Professions & Related Services	25	193	1,175	456	411		23	2,283
Bus. Mgmt. & Administrative Serv.	3	21	2,868		1,004		27	3,923
TOTAL	31	341	14,609	780	5,170	158	496	21,585

Appendix F

Degrees & Awards: Public Two-Year Institutions 1999-00

Discipline	Certificate	Associate	Total
Agriculture		15	15
Marketing Oper./Market & Distribution	5	8	13
Computer & Information Sciences	5	74	79
Engineering	45	331	376
Home Economics	63	30	93
Technology Education/Industrial Arts		183	183
Law & Legal Studies		88	88
English Language & Literature			
Liberal Arts & Sciences/Gen. Studies		2,366	2,366
Personal & Social Development	54		54
Physical Science		13	13
Protective Services/Public Affairs	188	127	315
Trade & Industrial	129	118	247
Visual & Performing Arts	29	139	168
Health Professions & Related Services	654	1,020	1,674
Bus. Mgmt. & Administrative Serv.	281	9,223	9,504
TOTAL	1,453	13,735	15,188

Appendix G

Awards: Tennessee Technology Centers 1999-00

Discipline	Certificate	Diploma	Other	Total
Agriculture	2	0	7	9
Business	473	598	5,768	6,839
Consumer, Personal & Misc. Services	93	124	48	265
Engineering	0	0	312	312
Health	185	1,032	1,118	2,335
Home Economics	17	18	175	210
Personal & Social Development	0	0	873	873
Public Affairs & Protective Services	0	0	1,989	1,989
Trades & Industrial	1,317	1,264	5,004	7,585
Visual & Performing Arts	1	5	1	7
TOTAL	2,088	3,041	15,295	20,424

Appendix H

Transfers Into Public Universities Fall 1999

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	6	6	29	5	39	6	253	14	2		360
CLSCC	1	8	27	1	14	1	73	14			139
COSCC	22	2	179	14	27	12	5	15	14		290
DSCC	2	0	7	3	2	46	0	2	44	6	112
JSCC	5	5	40	2	7	72	3	11	64	3	212
MSCC	1	8	154	3	74	2	9	14	0	2	267
NSTCC	0	226	7	0	17	0	0	0	0	0	250
NSTI	18	5	96	67	20	3	0	14	2	0	225
PSTCC	2	30	31	5	15	8	7	275	0	0	373
RSCC	3	29	17	0	156	2	13	77	3	0	300
SSCC	0	0	10	12	0	278	6	1	6	9	322
STIM	2	3	9	5	0	330	1	2	4	9	365
VSCC	26	6	167	91	114	12	8	27	10	1	462
WSCC	1	146	11	1	14	2	4	105	0	1	285
From All 2-yr	89	474	784	209	499	774	382	571	149	31	3,962
From Other Public Univ.	51	90	339	85	92	205	115	229	58	49	1,313
From Indep. Coll. & Univ.	33	47	139	26	48	143	46	84	34	13	613
From Out-of State Inst.	597	266	583	170	121	588	186	400	122	33	3,066
Total Trans.	770	877	1,845	490	760	1,710	729	1,284	363	126	8,954

Appendix I

Transfers Into Public Two-Year Institutions Fall 1999

Receiving Institutions ---->

Originating Institutions:	CLSCC	COSCC	CSTCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU	1	17	5	2	3	3	0	14	2	0	0	0	23	0	70
ETSU	0	1	14	0	0	0	157	1	25	10	0	0	1	32	241
MTSU	5	62	28	7	14	43	0	75	13	8	0	0	85	3	343
TSU	0	18	7	1	5	4	1	35	0	0	0	6	34	2	113
TTU	6	14	13	0	2	13	2	10	13	24	0	2	79	5	183
UM	0	5	11	16	5	1	0	2	4	0	0	122	3	0	169
UTC	12	4	234	0	0	4	2	5	4	2	0	2	6	2	277
UTK	5	18	25	2	5	4	6	13	221	30	0	2	18	29	378
UTM	0	22	1	54	51	1	0	4	1	0	0	6	7	0	147
UTMem	0	0	2	1	0	0	0	1	1	0	0	0	0	0	5
From All Univ.	29	161	340	83	85	73	168	160	284	74	0	140	256	73	1,926
From Other Public 2-Yr.	37	63	117	48	53	25	26	112	158	91	0	121	97	60	1,008
From Indep. Coll. & Univ.	38	41	75	21	38	10	16	58	52	23	0	30	79	44	525
From Out-of State Inst.	40	190	423	49	52	37	82	171	209	55	0	178	239	81	1,806
Total Trans.	144	455	955	201	228	145	292	501	703	243	0	469	671	258	5,265

Appendix J

Headcount Enrollment of African-American Students in Tennessee Public Institutions Fall Terms, 1990 through 2000

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	% Change 1990-2000
Universities:												
APSU	1,103	1,482	1,546	1,540	1,385	1,370	1,435	1,331	1,365	1,309	1,319	19.6%
ETSU	373	425	446	457	496	492	501	517	522	538	536	43.7%
MTSU	1,320	1,441	1,636	1,843	1,711	1,769	1,817	1,886	1,937	2,055	2,096	58.8%
TSU	4,588	4,598	4,778	4,894	5,208	5,563	5,904	6,139	6,469	6,747	6,630	44.5%
TTU	278	276	287	295	263	218	225	234	252	263	282	1.4%
UM	3,766	3,719	3,957	4,099	4,207	4,431	4,606	5,157	5,577	5,974	6,140	63.0%
UTC	742	774	830	841	930	1,070	1,084	1,216	1,298	1,324	1,325	78.6%
UTK	1,341	1,370	1,434	1,373	1,334	1,274	1,228	1,295	1,427	1,518	1,555	16.0%
UTM	770	811	886	865	837	820	798	817	809	748	819	6.4%
UTMHSC	165	195	203	222	221	215	239	216	237	253	263	59.4%
Total Univ.	14,446	15,091	16,003	16,429	16,592	17,222	17,837	18,808	19,893	20,729	20,965	45.1%
2-Year:												
CSTCC	843	886	1,029	987	1,066	1,042	1,252	1,153	1,185	1,223	1,185	40.6%
CLSCC	148	150	230	167	166	180	161	160	129	142	150	1.4%
COSCC	222	240	288	273	247	276	316	303	307	315	298	34.2%
DSCC	239	272	204	258	292	284	343	350	320	308	370	54.8%
JSCC	443	480	515	521	523	530	586	607	615	693	664	49.9%
MSCC	153	167	177	177	185	183	187	191	214	213	211	37.9%
NSTCC	32	55	44	67	81	72	76	89	82	90	102	218.8%
NSTI	893	910	925	924	1,059	1,062	1,221	1,375	1,494	1,508	1,617	81.1%
PSTCC	264	356	388	375	410	321	437	484	522	518	538	103.8%
RSCC	141	124	170	159	155	133	126	136	142	129	127	- 9.9%
STCC*	5,243	6,721	7,186	7,491	7,384	7,145	6,981	6,254	6,090	5,953	5,947	13.4%
VSCC	236	249	348	372	410	453	491	551	543	533	538	128.0%
WSCC	138	168	180	224	193	181	194	229	196	163	163	18.1%
Total 2-Year	8,995	10,778	11,684	11,995	12,171	11,862	12,371	11,882	11,839	11,788	11,910	32.4%
Grand Total	23,441	25,869	27,687	28,424	28,763	29,084	30,208	30,690	31,732	32,517	32,875	40.2%

* Data for STCC represents the combined totals for STIM and SSCC

Appendix K

ACT COMP Examination Scores

Institution	1995		1996		1997		1998		1999		2000	
	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N
APSU	185.2	722	182.3	748	182.5	822	183.2	863	183.2	863	184.2	851
MTSU	184.0	1,887	183.4	1,836	183.3	2,073	182.5	2,233	182.5	2,233	183.3	2,070
TSU	173.8	807	174.2	751	172.9	914	173.0	848	173.0	848	171.4	955
UTM	180.9	931	178.7	450	179.6	1,025	180.5	734	180.5	734	181.3	686
Total	181.6	4,347	180.8	3,785	180.4	4,834	180.6	4,678	180.6	4,678	180.7	4,562

College Base Scores

Institution	1995		1996		1997		1998		1999		2000	
	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N
ETSU	294.0	1,215	295.0	1,218	294.0	1,168	293.0	1,134	293.0	1,134	293.0	1,393
TTU	317.0	1,060	317.0	1,067	317.0	1,051	319.0	964	319.0	964	303.0	975
UM	309.0	1,734	307.0	1,825	310.0	1,599	300.0	1,691	300.0	1,691	296.0	1,830
UTC	312.0	1,041	311.0	1,079	308.0	1,082	306.0	927	306.0	927	300.0	1,308
UTK	336.0	516	333.0	518	328.0	539	325.0	545	325.0	545	326.0	852
Average	310.3	5,566	309.4	5,707	309.3	5,439	305.6	5,261	305.6	5,261	301.3	6,358

Appendix L

Admissions Data for Public Universities Fall 2000

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	No. Admitted Via Alternative Admissions	% Admitted via Alt. Admissions (of No. Accepted)	% Admitted via Alt. Admissions (of No. Enrolled)
APSU	2,377	1,873	1,111	78.8%	62	3.3%	5.6%
ETSU	3,596	2,830	1,540	78.7%	91	3.2%	5.9%
MTSU	6,247	4,924	2,877	78.8%	116	2.4%	4.0%
TSU	5,990	3,177	1,273	53.0%	71	2.2%	5.6%
TTU	2,574	2,285	1,143	88.8%	104	4.6%	9.1%
UM	4,780	3,507	1,902	73.4%	49	1.4%	2.6%
UTC	2,278	1,989	1,099	87.3%	68	3.4%	3.7%
UTK	10,171	6,344	3,805	62.4%	45	0.7%	1.2%
UTM	2,325	2,000	1,104	86.0%	171	8.6%	15.5%
Totals	40,338	28,929	15,854	71.7%	777	2.7%	4.9%

Appendix M

Average Entering ACT Scores at Public Institutions Fall 2000

Universities:	Average ACT Score
Austin Peay State University	21.20
East Tennessee State University	21.34
Middle Tennessee State University	21.88
Tennessee State University	18.58
Tennessee Technological University	22.13
University of Memphis	21.26
University of Tennessee, Chattanooga	21.95
University of Tennessee, Knoxville	23.89
University of Tennessee, Martin	21.15
Two-Year Institutions:	
Chattanooga State Technical Community College	18.19
Cleveland State Community College	19.25
Columbia State Community College	19.02
Dyersburg State Community College	18.34
Jackson State Community College	18.75
Motlow State Community College	18.94
Northeast State Technical Community College	18.18
Nashville State Technical Institute	17.31
Pellissippi State Technical Community College	19.20
Roane State Community College	19.08
Shelby State Community College	15.27
State Technical Institute at Memphis	17.22
Volunteer State Community College	18.52
Walters State Community College	19.05

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses¹ in Public Institutions

Fall 1998 through Fall 2000

	Freshman Enrollment			% Taking any R&D Course			% Taking only 1 Course			% Taking more than 1 Course		
UNIVERSITIES	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
APSU	1,060	896	1,067	49.8	50.6	46.5	29.2	30.0	32.1	20.6	20.5	14.4
ETSU	1,499	1,451	1,493	44.4	44.7	45.5	29.1	25.2	30.7	15.3	19.5	14.9
MTSU	2,575	2,612	2,829	43.0	40.9	42.1	27.5	27.3	27.3	15.4	13.6	14.8
TSU	1,251	1,368	1,258	61.2	57.6	63.7	27.3	27.7	29.0	34.0	29.9	34.7
TTU	1,044	1,183	1,123	35.2	38.0	33.2	21.9	21.7	22.7	13.3	16.2	10.5
UM	1,773	1,939	1,856	33.2	32.4	32.8	23.9	24.8	23.7	9.3	7.6	9.1
UTC	1,264	1,106	1,099	30.4	37.5	40.2	27.8	33.1	34.2	2.5	4.4	6.0
UTK	3,719	4,068	3,735	4.1	3.8	1.4	4.1	3.8	1.4	0.0	0.0	0.0
UTM	1,137	948	1,103	42.0	42.4	42.4	31.4	33.4	33.7	10.6	9.0	8.7
UNIV. TOTAL	15,322	15,571	15,563	32.9	32.2	32.9	21.6	21.2	22.1	11.3	10.9	10.8
TWO YEAR												
CLSCC	532	468	510	66.5	65.6	64.7	36.5	35.0	35.9	30.1	30.6	28.8
COSCC	835	837	799	72.8	74.2	69.5	33.5	41.5	39.4	39.3	32.7	30.0
CSTCC	1,189	1,128	1,157	78.5	76.1	74.5	30.5	32.0	33.9	47.9	44.1	40.6
DSCC	484	448	503	77.1	78.1	74.4	34.5	27.9	32.8	42.6	50.2	41.6
JSCC	599	708	715	75.6	74.6	69.5	33.7	35.6	36.6	41.9	39.0	32.9
MSCC	820	783	750	70.1	69.9	66.3	37.0	34.1	33.1	33.2	35.8	33.2
NSTI	679	649	697	68.0	80.1	70.9	34.5	35.6	40.7	33.6	44.5	30.1
NSTCC	636	686	608	89.3	76.1	78.6	28.0	25.2	28.1	61.3	50.9	50.5
PSTCC	1,306	1,185	1,255	73.6	73.0	70.7	25.3	28.1	28.5	48.2	44.9	42.2
RSCC	876	942	889	76.0	72.8	70.8	32.3	36.0	40.0	43.7	36.8	30.7
STCC *	1,589	1,587	1,495	83.6	84.2	80.3	29.3	26.4	30.6	54.3	57.8	49.7
VSCC	1,105	1,155	1,137	62.7	61.3	60.9	23.7	25.3	30.8	39.0	36.0	30.1
WSCC	762	797	957	81.6	79.7	72.6	22.7	24.8	38.8	58.9	54.8	33.9
Two-Year Total	11,412	11,354	11,354	75.3	74.7	72.1	30.1	30.8	34.5	45.2	43.9	37.7
GRAND TOTAL	26,923	26,734	26,925	50.6	50.5	49.4	25.1	25.4	27.3	25.6	25.0	22.1

¹ All full-time and part-time freshmen of all ages newly enrolled in Fall semester

* STCC represents the combined data for STIM and SSCC in 1998 and 1999

Appendix O

Fall 2000 First-time Freshmen, 18 years of age and younger (2000 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr. old Freshmen	No R&D Courses		Any R&D Course		Developmental Only		Remedial Only		Mix of R&D	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES:											
APSU	523	318	60.80%	205	39.20%	181	34.61%	7	1.34%	17	3.25%
ETSU	906	567	62.58%	339	37.42%	289	31.90%	13	1.43%	37	4.08%
MTSU	1,611	1,034	64.18%	577	35.82%	549	34.08%	6	0.37%	22	1.37%
TSU	882	371	42.06%	511	57.94%	311	35.26%	35	3.97%	165	18.71%
TTU	666	486	72.97%	180	27.03%	157	23.57%	6	0.90%	17	2.55%
UM	1,070	773	72.24%	297	27.76%	249	23.27%	21	1.96%	27	2.52%
UTC	689	426	61.83%	263	38.17%	263	38.17%	0	0.00%	0	0.00%
UTK	2,346	2,317	98.76%	29	1.24%	29	1.24%	0	0.00%	0	0.00%
UTM	659	405	61.46%	254	38.54%	254	38.54%	0	0.00%	0	0.00%
Univ. Totals	9,352	6,697	71.61%	2,655	28.39%	2,282	24.40%	88	0.94%	285	3.05%
TWO-YEAR:											
CLSCC	235	120	51.06%	115	48.94%	84	35.74%	8	3.40%	23	9.79%
COSCC	393	194	49.36%	199	50.64%	175	44.53%	6	1.53%	18	4.58%
CSTCC	425	192	45.18%	233	54.82%	160	37.65%	17	4.00%	56	13.18%
DSCC	211	84	39.81%	127	60.19%	84	39.81%	16	7.58%	27	12.80%
JSCC	336	153	45.54%	183	54.46%	134	39.88%	7	2.08%	42	12.50%
MSCC	320	184	57.50%	136	42.50%	117	36.56%	4	1.25%	15	4.69%
NSTCC	251	119	47.41%	132	52.59%	101	40.24%	9	3.59%	22	8.76%
NSTI	156	75	48.08%	81	51.92%	46	29.49%	7	4.49%	28	17.95%
PSTCC	484	277	57.23%	207	42.77%	161	33.26%	11	2.27%	35	7.23%
RSCC	367	159	43.32%	208	56.68%	179	48.77%	5	1.36%	24	6.54%
STCC*	454	168	37.00%	286	63.00%	177	38.99%	28	6.17%	81	17.84%
VSCC	476	249	52.31%	227	47.69%	173	36.34%	9	1.89%	45	9.45%
WSCC	463	215	46.44%	248	53.56%	177	38.23%	18	3.89%	53	11.45%
Two-Year Totals	4,571	2,189	47.89%	2,382	52.11%	1,768	38.68%	145	3.17%	469	10.26%
Grand Totals	13,923	8,886	63.82%	5,037	36.18%	4,050	29.09%	233	1.67%	754	5.42%

* STCC represents the combined data for STIM and SSCC in 1998 and 1999

Appendix P

Licensure Scores in Public Universities

Institution	Test	1998	Number	1999	Number	2000	Number
APSU	Nursing (BSN)	94.7%	114	87.8%	90	91.8%	61
ETSU	Nursing (AD)	73.1%	67	81.0%	36	--	--
	Nursing (BSN)	84.2%	183	81.4%	86	75.9%	83
	Medical (Step I)	89.3%	56	89.8%	59	90.0%	60
	Medical (Step II)	91.7%	60	91.7%	60	92.6%	54
	Medical (Step III)	86.4%	51	86.4%	51	86.4%	51
MTSU	Nursing	91.8%	73	95.9%	73	91.2%	57
TSU	Engineering	32.4%	71	31.0%	9	46.0%	76
	Nursing (AD)	83.0%	161	84.5%	71	82.4%	91
	Nursing (BSN)	92.0%	75	91.3%	23	87.5%	32
	Dental Hygiene	88.9%	36	85.2%	27	95.7%	23
	Medical Technology	90.0%	10	87.5%	8	58.3%	12
TTU	Engineering	84.9%	232	82.2%	225	82.5%	194
	Nursing (BSN)	100.0%	40	97.2%	36	89.7%	29
UM	Engineering	67.1%	73	72.2%	54	83.3%	30
	Law *	83.9%	118	83.8%	99	92.2%	129
	Nursing (BSN)	95.5%	89	96.8%	93	91.7%	84
UTC	Engineering	66.7%	50	49.0%	51	73.5%	49
	Nursing (BSN)	91.4%	58	81.8%	22	83.7%	49
	Physical Therapy	97.5%	40	81.6%	38	81.6%	38
UTK	Engineering	80.6%	252	82.2%	185	83.6%	171
	Nursing (BSN)	87.1%	85	92.9%	89	90.4%	104
	Law *	85.4%	219	85.3%	191	81.1%	159
	Veterinary Medicine	100.0%	59	100.0%	55	97.0%	61
UTM	Engineering	100.0%	5	100.0%	7	94.0%	13
	Nursing (BSN)	97.0%	30	100.0%	29	80.0%	25
UTMHC	Dentistry	100.0%	74	100.0%	69	98.6%	72
	Pharmacy	100.0%	71	99.0%	98	99.0%	100
	Medical (Step I)	95.0%	160	90.0%	152	95.4%	151
	Medical (Step II)	97.0%	160	97.5%	120	96.0%	161
	Medical (Step III)	96.0%	142	99.0%	141	95.0%	151
	Dental Hygiene	91.0%	34	96.9%	32	100.0%	31
	Medical Technology	93.0%	14	93.0%	14	92.0%	13
	Physical Therapy	86.4%	59	100.0%	58	95.0%	57

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).
The right column is the number which are accredited.

	APSU		ETSU		MTSU		TSU		TTU		UM		UTC		UTK		UTM		UTMHSC		All	
Allied Health	2	2	2	2			4	4	1	1			2	2	1	1			5	4	17	16
Architecture															2	2					2	2
Art & Design	1	1	2	2	1	0			1	0	4	4	1	1	4	4					14	12
Biological Sciences			2	2																	2	2
Business			7	7	11	11	4	4	6	6	14	14	2	2	12	12	7	7			63	63
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Dentistry			2	2			1	1											2	2	5	5
Engineering & Technology			1	1	2	2	5	4	6	6	7	7	1	1	10	10					32	31
Forestry															1	1					1	1
Home Economics			2	2	3	3			1	0					3	3	1	1			10	9
Interior Design					1	1									1	1					2	2
Journalism/Mass Communications			1	1	1	1					2	2	1	1	4	4	1	1			10	10
Law											1	1			1	1					2	2
Library (Information) Science															1	1					1	1
Medicine			1	1															1	1	2	2
Music	2	2	1	1	2	2	1	1			4	4	2	2	2	2	1	1			15	15
Nursing	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	2	1	1	1	1	14	14
Parks & Recreation					1	1															1	1
Pharmacy																			1	1	1	1
Psychology											2	2			1	1					3	3
Public Affairs & Admin.							1	1			1	1	1	1							3	3
Public Health & Health Admin.			1	0											1	1					2	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1			1	1			1	1			2	2					5	5
Teacher Education	8	8	16	16	24	23	16	16	13	13	13	12	14	14	18	18	17	17			139	137
Veterinary Medicine															1	1					1	1
Totals	16	16	43	42	49	47	37	35	30	28	52	51	28	28	70	70	30	30	10	9	365	356

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).
The right column is the number which are accredited.

Discipline	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	6	6	1	1	3	3			5	5			1	1	2	2			8	8	4	4			6	6	2	2	38	38
Dietetics																					1	1							1	1
Engineer. Tech.	3	3	1	1	1	1							2	2	5	5	5	5					9	9			1	1	27	27
Legal Education	1	1	1	1													1	1					1	1					4	4
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	11	11	4	4	6	6	1	1	6	6	1	1	3	3	7	7	6	6	9	9	6	6	10	10	6	6	4	4	80	80

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers 1999-00

Two Year Institutions

Institution	Total Placed	Percent Placed
CSTCC	328	86.0%
CLSCC	140	89.0%
COSCC	258	95.0%
DSCC	87	92.0%
JSCC	167	88.0%
MSCC	91	92.0%
NSTCC	210	94.0%
NSTI	185	87.0%
PSTCC	266	93.0%
RSCC	337	96.0%
SSCC	245	81.0%
STIM	496	89.0%
VSCC	240	90.0%
WSCC	498	94.0%
Totals	3,548	90.4%

Technology Centers

Institution	Total Placed	Percent Placed
Athens	108	81.5%
Chattanooga	240	96.3%
Covington	533	97.6%
Crossville	120	84.2%
Crump	135	86.7%
Dickson	189	83.6%
Elizabethton	253	81.4%
Harriman	107	80.4%
Hartsville	95	67.4%
Hohenwald	156	86.5%
Jacksboro	128	71.9%
Jackson	258	95.7%
Knoxville	337	88.7%
Livingston	169	84.6%
McKenzie	130	77.7%
McMinnville	72	77.8%
Memphis	502	73.1%
Morristown	439	86.8%
Murfreesboro	74	85.1%
Nashville	279	88.2%
Newbern	95	87.4%
Oneida	56	83.9%
Paris	148	87.8%
Pulaski	104	81.7%
Ripley	102	78.4%
Shelbyville	291	93.8%

Appendix T

Key Financial Ratios - Independent Colleges & Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	\$751,581,000	\$198,209,000	\$76,820,000	\$740,701,000	\$447,091,000	\$465,776,000	\$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	\$840,017,000	\$224,852,000	\$77,456,000	\$840,183,000	\$500,243,000	\$532,268,000	\$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	\$944,232,000	\$252,037,000	\$82,222,000	\$923,517,577	\$555,432,000	\$599,387,000	\$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	\$1,033,721,000	\$279,918,000	\$83,236,000	\$1,032,213,000	\$614,992,000	\$663,913,000	\$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	\$1,135,906,000	\$308,841,000	\$88,655,000	\$1,115,622,000	\$668,973,000	\$711,983,000	\$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	\$1,253,751,665	\$339,944,054	\$98,430,454	\$1,230,636,134	\$747,181,914	\$798,660,589	\$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	\$1,306,051,202	\$366,076,199	\$101,200,531	\$1,292,123,350	\$790,065,912	\$798,660,589	\$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	\$1,364,971,447	\$394,506,224	\$100,846,452	\$1,367,993,629	\$836,856,815	\$902,760,775	\$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	\$1,438,038,212	\$427,967,742	\$110,865,136	\$1,427,058,586	\$886,734,412	\$935,593,656	\$295,598,790	0.76%	48.26%	12.50%	33.34%
1995-96	\$1,574,407,353	\$454,083,459	\$111,707,657	\$1,466,641,972	\$974,095,959	\$1,030,988,837	\$318,081,666	6.84%	46.62%	11.47%	32.65%
1996-99*											

* Pending due to changes in IPEDS form/scheduling.

Appendix U

Declared Enrollment Capacity Data for Independent Colleges & Universities, Fall 1999

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq. Ft.)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas College	395	283	10	18,950	28.30	66.96	500	50.00	37.90	0	0
Belmont University	3,026	2,724	270	NA	10.09	--	2,800	10.37	--	1,248	1,272
Bethel College	772	677	45	34,140	15.04	50.43	920	20.44	37.11	196	296
Bryan College	551	579	40	88,100	14.48	152.16	600	15.00	146.83	406	492
Carson-Newman College	2,205	2,050	157	220,000	13.06	107.32	2,330	14.84	94.42	1,117	1,345
Christian Brothers University	1,886	1,551	140	171,523	11.08	110.59	2,190	15.64	78.32	603	603
Crichton College	911	691	50	53,598	13.82	77.57	700	14.00	76.57	47	50
Cumberland University	1,315	1,037	85	30,000	12.20	28.93	1,200	14.12	25.00	367	400
David Lipscomb University	2,504	2,277	140	350,000	16.26	153.71	2,600	18.57	134.62	1,250	1,336
Fisk University	886	909	75	80,000	12.12	88.01	1,250	16.67	64.00	594	854
Freed-Hardeman University	1,831	1,638	92	71,000	17.80	43.35	1,800	19.57	39.44	1,026	1,156
Free Will Baptist College	333	290	24	72,533	12.08	250.11	600	25.00	120.89	233	300
Hiwassee College	468	420	27	29,440	15.56	70.10	650	24.07	45.29	255	420
John A. Gupton College	80	64	3	4,200	21.33	65.63	100	33.33	42.00	14	14
Johnson Bible College	584	522	33	31,212	15.82	59.79	550	16.67	56.75	434	472
King College	587	543	47	150,000	11.55	276.24	675	14.36	222.22	382	450
Lambuth University	987	936	61	192,152	15.34	205.29	1,200	19.67	160.13	493	623
Lane College	666	654	45	200,000	14.53	305.81	1,000	22.22	200.00	475	610
Lee University	3,259	3,129	152	288,113	20.59	92.08	3,200	21.05	90.04	1,241	1,321
Lemoyne-Owen College	1,013	895	66	72,000	13.56	80.45	1,500	22.73	48.00	169	169
Lincoln Memorial University	1,701	1,315	109	28,107	12.06	21.37	1,400	12.84	20.08	285	400
Martin Methodist College	550	463	32	19,000	14.47	41.04	800	25.00	23.75	195	286
Maryville College	1,001	966	75	42,477	12.88	43.97	1,000	13.33	42.48	732	728
Meharry Medical College	900	1,894	218	50,000	8.69	26.40	870	3.99	57.47	214	214
Memphis College of Art	291	274	26	67,400	10.54	245.99	300	11.54	224.67	27	27
Milligan College	914	939	79	197,271	11.89	210.09	1,000	12.66	197.27	544	659
Rhodes College	1,510	1,440	135	380,000	10.67	263.89	1,450	10.74	262.07	1,056	1,034
Southern Adventist University	1,781	1,645	110	332,253	14.95	201.98	1,950	17.73	170.39	1,254	1,330
Southern College of Optometry	481	706	43	19,222	16.42	27.23	488	11.35	39.39	0	0
Tennessee Wesleyan College	835	714	42	55,500	17.00	77.73	720	17.14	77.08	181	336
Trevecca Nazarene University	1,615	1,180	74	163,222	15.95	138.32	1,300	17.57	125.56	555	711
Tusculum College	1,562	1,475	77	112,500	19.16	76.27	1,500	19.48	75.00	324	381
Union University	2,368	1,871	162	79,000	11.55	42.22	1,900	11.73	41.58	983	1,021
University of the South	1,438	1,515	137	374,000	11.06	246.86	1,425	10.40	262.46	1,290	1,320
Vanderbilt University	10,127	9,813	1924	NA	5.10	--	9,950	5.17	--	4,839	4,839
Totals (and averages)	51,333	48,079	4,805	4,076,913	10.01	84.80	52,973	10.91	77.78	23,029	25,469

Appendix V

Percentage of Lower-Division Courses Taught by Various Faculty 1999-00

	Full-Time Faculty	Part-Time Faculty	Graduate Assistants	Other* Staff
Universities				
Austin Peay State University	63.24%	32.89%	0.15%	3.72%
East Tennessee State University	53.99%	23.60%	15.63%	6.79%
Middle Tennessee State University	72.42%	18.39%	6.45%	2.74%
Tennessee State University	59.56%	24.78%	7.96%	7.70%
Tennessee Technological University	64.90%	20.21%	10.49%	4.40%
University of Memphis	38.36%	31.44%	28.82%	1.38%
University of Tennessee, Chattanooga	62.6%	34.3%	0.0%	3.1%
University of Tennessee, Knoxville	56.4%	13.9%	25.2%	4.6%
University of Tennessee, Martin	73.7%	18.3%	2.3%	4.3%
Two Year Institutions				
Chattanooga State Technical Community College	49.74%	45.83%		4.42%
Cleveland State Community College	60.65%	33.21%		6.14%
Columbia State Community College	58.10%	41.71%		0.19%
Dyersburg State Community College	58.75%	40.31%		0.94%
Jackson State Community College	57.14%	28.93%		13.92%
Motlow State Community College	69.13%	30.10%		0.78%
Nashville State Technical Institute	53.73%	42.43%		3.85%
Northeast State Technical Community College	58.80%	40.22%		0.98%
Pellissippi State Technical Community College	50.88%	46.78%		2.34%
Roane State Community College	56.63%	31.63%		11.75%
Shelby State Community College	62.98%	31.98%		5.04%

Appendix V

Breakdown of Revenues and Expenditures from Licensures and Donations Tennessee Board of Regents

	Alumni		Other Support		
	Association	Foundation	Groups	Licensing	
			(Provide Detail)	Agreements	Total
Revenues:					
Gifts	\$ -	\$ 13,133,171.84	\$ 6,139,760.70	\$ -	\$ 19,272,932.54
Athletic Logo Agreements	-	-	-	87,010.04	87,010.04
Credit Card Affinity Programs	-	-	-	-	-
Other (Detail other items)	-	-	1,284,547.61	12,854.90	1,297,402.51
Total Revenues	-	13,133,171.84	7,424,308.31	99,864.94	20,657,345.09
Expenditures/Uses of Funds					
Salaries	-	1,045,768.80	732,865.71	-	1,778,634.51
Employee Benefits	-	140,356.60	36,653.81	-	177,010.41
Equipment	-	784,562.09	358,405.36	-	1,142,967.45
Capital Improvements	-	2,805,763.41	10,162.42	-	2,815,925.83
Travel	-	362,257.16	82,146.01	-	444,403.17
Scholarships	-	2,722,310.44	4,220,747.80	66,469.32	7,009,527.56
Other (provide detail of other items)					-
In-kind expenses	-	2,735,888.10	3,600.00	-	2,739,488.10
Operating expense	-	1,213,885.97	1,359,420.09	18,675.57	2,591,981.63
Printing	-	2,050.82	463.50	-	2,514.32
Maintenance	-	81,130.00	-	-	81,130.00
Professional services	-	49,247.03	20,366.84	-	69,613.87
Supplies	-	739,665.99	58,770.92	14,720.05	813,156.96
Rental and insurance	-	5,214.00	-	-	5,214.00
Meals and lodging	-	23,217.54	-	-	23,217.54
Chair/Center of Excellence	-	162,668.19	-	-	162,668.19
Awards program	-	2,000.00	1,197.00	-	3,197.00
Football camps	-	5,250.00	-	-	5,250.00
Testing	-	1,939.34	-	-	1,939.34
Advertising	-	187.50	-	-	187.50
Banquet	-	75.00	-	-	75.00
Library	-	50,123.52	16,769.00	-	66,892.52
President's programs	-	14,713.00	-	-	14,713.00
Public relations	-	1,584.02	-	-	1,584.02
Career development	-	29,722.23	-	-	29,722.23
Postage	-	155.24	213.00	-	368.24
Software	-	167.95	-	-	167.95
Landscaping	-	1,956.90	-	-	1,956.90
Lease of equipment	-	459.00	-	-	459.00
Cultural events	-	5,000.00	12,500.00	-	17,500.00

Appendix V

Breakdown of Revenues and Expenditures from Licensures and Donations The University of Tennessee

				Other Support		
	Affinity		Groups -	Licensing		
	<u>Card</u>	<u>Foundation</u>	<u>Gifts</u>	<u>Agreements</u>		<u>Total</u>
Revenues:						
Gifts		\$ 3,279,398	\$ 1,705,861			\$ 4,985,259
Athletic Logo Agreements				\$ 3,065,066		3,065,066
Credit Card Affinity Programs	\$ 2,357,143					2,357,143
Other (Detail other items)						-
Total Revenues	\$ 2,357,143	\$ 3,279,398	\$ 1,705,861	\$ 3,065,066		\$ 10,407,468
Expenditures/Uses of Funds						
Salaries (foundation funded professorships)		\$ 1,011,820				\$ 1,011,820
Employee Benefits						-
Equipment	\$ 134,000					134,000
Capital Improvements	200,000					200,000
Travel			\$ 66,906	\$ 9,390		76,296
Scholarships	773,000	1,474,707	671,373	1,574,172		4,493,252
Other (provide detail of other items)						
Speakers/Lecturers - Women's Council	25,000					25,000
Athletic Programs Support	55,000					55,000
Alumni Computer System Implementation Project	500,000					500,000
Convert IPS Training to On-line Program	11,000					11,000
Endowment Principal	604,143					604,143
Professional Development						-
Funding Brochures				29,550		29,550
Professional Development - Bookstore				5,000		5,000
Unrestricted Funds General Support			7,553	40,377		47,930
Academic Programs		726,971				726,971
Campus Support		65,900				65,900
Outstanding Teacher & Public Service Award			24,000			24,000
Alumni Distinguished Prof. Awards	20,000		61,750			81,750
Miniature Diploma Project			20,350			20,350
Alumni Library Grant			5,000			5,000
Legislative Intern Program			21,000			21,000
UT Singers/New Pacer Singers Support			5,000			5,000
Band Scholarships and Support			10,000			10,000
Career Planning and Placement			15,000			15,000
Special Campus Programs			8,000			8,000
Athletic Programs Support			500,442			500,442
Elam Center Support			1,864			1,864
Alumni Events, Programs, and Chapter Meetings	35,000		150,000			185,000